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THE GEORGIA CLUB

AT THE STATE NORMAL SCHOOL, ATHENS, GA.
FOR THE STUDY OF RURAL SOCIOLOGY

BY

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, D. C., March 21, 1913.

SIR: In all States of the Union having a large rural population efforts are made to adjust the work of the country schools to the needs of country life. There is a widespread feeling that the schools must become a more important factor in country life than they have been and contribute more toward the solution of its problems. To the end normal schools which prepare teachers for public schools in rural communities are trying to interest their students in social and economic conditions in the country and to show them how to conduct investigations in regard to the facts of these conditions. One of the most successful attempts to do this of which this bureau has any information has been made through the Georgia Club for the Study of Rural Sociology at the State Normal School at Athens. The account of this club and its work given in the accompanying manuscript, prepared by E. C. Branson, professor of rural sociology in the State Normal School, Athens, Ga., and special collaborator in the Bureau of Education, contains many valuable suggestions for similar work in other schools and by groups of teachers and individuals in the country. I therefore recommend that it be published as a bulletin of this bureau.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

THE SECRETARY OF THE INTERIOR.

THE GEORGIA CLUB AT THE STATE NORMAL SCHOOL AT ATHENS, GA., FOR THE STUDY OF RURAL SOCIOLOGY.

I. HISTORY.

ORIGIN.

Three years ago, under the leadership of the president of the school, a small group of interested people in the faculty and student body of the State Normal School at Athens began to assemble at noon on Mondays for study and discussion of Georgia. The results were full of surprises. It soon became evident that there were many things in the development of the State during the recent census period to arouse pride, but also many things to challenge serious attention and concern.

The investigations at once took the form of a sweeping economic and social survey of the State as a whole and county by county. It was found that 66 counties of Georgia were marking time or losing ground in various ways and that the social and business interests of these counties were in peril. It was also found that 80 counties were making most encouraging gains.

METHOD.

The rising tide of civic concern in the club sent its members into the census returns of 1900 and 1910, into the reports of the capitol officials, the county tax digest, the minutes of church associations, the library section on Georgia, and into every other available source of authoritative information about the State.

The county groups of students and the faculty members began to draw 10-year balance sheets for their home counties, showing in detail the gains and losses during the past census decade in (1) population, (2) agriculture, (3) industries and business, (4) wealth and taxation, (5) public roads, (6) public sanitation, (7) schools, and (8) churches.

Since 1910, 51 such county surveys have been completed. These reports have been reviewed by intelligent, alert people in the home counties and published in the county newspapers. They have contained a kind of information about the counties that had never before reached the public prints. They encouraged or alarmed the thoughtful people in these counties. Wherever it was necessary they brought about concerted action for better conditions in social and business enterprises.

In May, 1912, the trustees of the school established a chair of rural economics and sociology as a background and formal support for the efforts of the club. The new chair was established because the work the club is doing is fundamentally important, and because it calls for time and single-mindedness far beyond the opportunities its leader had as president of the school. So President E. C. Branson retired from his old position in order to give his undivided effort to this new work.

During the present year the Syllabus of Georgia Club Studies will be completed. This bulletin will make it easily possible for any other school in the State or for the schools of other States to do similar work. When the surveys are completed for all the counties of Georgia they will form a volume as useful as White's Statistics of Georgia. The new volume, however, will be based not upon description merely, but upon economic and social causes, conditions, and consequences.

THE NEW DEPARTMENT.

Courses in economics and sociology, of course, have a place in the regular weekly schedule of recitations; but the burden and value of the work lies for the most part in the permanent economics institute that has been established. This is almost entirely a new thing in the South. It is rare enough in the North and West, but it is common in the old-world countries. That is to say, the headquarters of the department are open all day long every day of the week. Here the department chief is steadily at work digging around the taproots of fundamental problems in the State, and here may come, at any time suiting their convenience, individuals or county groups of students to work out under guidance the reports upon their own counties. Here they catch the spirit and method of an academic workshop.

The county school authorities, legislators, and people of all sorts interested in public problems in Georgia also come or freely write for information, bearing in mind always that the problems of the department are economic and social. Economics just now is far more important than politics in Georgia; so the club strongly believes.

EXTENSION WORK

A large and significant part of the work is constant correspondence with the affiliated club members in the 146 counties and with the newspapers of the State; addresses to people in the field, at school fairs, school rallies, Sunday-school assemblies, home-mission conventions, quarterly conferences, church associations, and latterly trips to other schools and colleges in Georgia and other States, organizing upon invitation Know-Your-Home-State clubs.

Already the work of the department has assumed considerable proportions. That is to say, the State Normal School is moving

toward the same direct, sympathetic, helpful relationship with the people of Georgia that the State Agricultural College has established so efficiently in the field of agriculture.

RESULTS.

Here, for instance, is an illustration of the worth and value of the new work. Sometime ago one of the superior court judges in Georgia wrote for the report upon his own county. He was so amazed and alarmed by it that he had it published at once in his home newspaper. He found that during the last census period his county had lost 17 per cent in horses, 27 per cent in hogs, 64 per cent in sheep, 23 per cent in corn, and 88 per cent in wheat acreage; that the average yield of corn per acre was only 12 bushels, a loss of 17 per cent in 10 years; that his county had suffered a decrease of 25 per cent in the number of farms cultivated by owners; and that the number of illiterate white children in the county was 729, an increase of 47 per cent in 5 years.

He has since been stirring up the people in his end of the State upon matters of economic and social import. The counties in his district are being organized into Helpers' Associations, their purpose being to stir into activity the preachers and church authorities, the teachers and school authorities, the physicians and business men. A club member in one of these counties writes: "We are already moving toward a county-wide, local-tax school system."

The club members here will be teachers, but few of them will be teachers merely. They will be leaders as well in every kind of progressive community enterprise. The mere teacher ought to go out of existence. The State does not need teachers merely, but teachers who are citizens and patriots as well. The club develops leadership as well as teachership.

The State Normal School is building upon a knowledge of bedrock conditions in Georgia, and is directing its efforts toward larger usefulness accordingly. And this effort is exactly up to date. For long years educators exploited psychology as the one fundamental thing in the science of teaching; and it is, as far as methods are concerned. Then they discovered that economics and sociology are fundamental; and so they are, the content and ideal aims of education considered.

Latterly we have talked learnedly about the school as a social center, only to discover that teachers as a professional class knew nearly nothing about economics or sociology, either as an academic subject or in direct, first-hand ways. The very aloofness of teachers from business, from community life, affairs, and events is in itself a serious disqualification.

The Georgia Club believes that he is a poor teacher who is not also a large and leading influence in the life of his community.

PUBLICATIONS.

So far the publications have been "A Fifty-Year Survey of Southern Agriculture"; "Farm-Life Conditions in the South"; "Brief Economic and Social Surveys of Clarke, Putnam, Fulton, and Bibb Counties"; "Our Country Life Problem"; "Country-Life Defenses"; "Denmark's Remedies: Education and Cooperation"; "Small-Farm Ownership"; "The Church as a Country-Life Defense"; "The Rights of the Child"; "The Geography of Georgia Soils (Merrill)"; "The Country School of Permanent Influence"; and "The Georgia Club Syllabus: Section I, on Population."

The following bulletins are in course of preparation: "The Physician as a Country-Life Defense"; "Good Roads as a Country-Life Defense"; and the "Debt and Duty of the Cities to the Country."

II. THE HOME STATE A PROPER CURRICULUM STUDY.

The Georgia Club may be said to have stumbled into the discovery that the home State and the home county are proper subjects of school study; that exact information about one's own community and people arouses sympathetic concern and civic conscience, and therefore furnishes a definite and sure foundation for social service and efficient citizenship.

The club members knew something about the geography and history of Georgia—not very much. We knew more about lands and peoples farther away in time and space. We knew little accurately about the civic and social institutions of the home county and Georgia; but we quickly realized that we knew almost nothing about economic and social conditions, causes, consequences, drifts, and tendencies; about the forces that so largely in the past have made the history we now study and that are so largely determining the history our children will study in the future.

Many of us knew about the Vale of Tempe, but few of us knew about our own Nacoochee Valley, its loveliness and its resources of soil and civilization. Some of us even knew on which side of the Hellespont Sestos was, but few of us knew on which side our bread was buttered. We knew a great deal, we thought, about methods of teaching elementary school subjects, but we knew little about our sources of wealth and their conversion into common wealth in Georgia.

Ruskin found it hard to forgive Oxford for teaching him Latin and Greek and about the twinkling stars in distant spaces but forgetting to teach him that fritillaries grew in Iffley meadows. We began to realize that our own Tallulah River, with its wealth of power and beauty, is just as important to us as a knowledge of the Ilysus River. We think we ought not to miss the martial fever and fervor of Homer's Iliad, but also we have come to think that Lanier's Hills of Habersham and Valleys of Hall and Marshes of Glynn are priceless

spiritual treasures that we dare not neglect. The honey of Hymettus is far less important to us than the wonderful revival of bee farming in a near-by county where a native Georgia cracker is earning \$5,000 a year.

And so the Georgia Club speedily settled down into a faithful study of the near, the here, and the now, the significance of the community occupations and businesses, the forces and agencies that are offering obstacles or creating opportunities in the field of social service to which as teachers we are consecrating ourselves.

We soon learned that we had set ourselves to a great task; that our little home communities are an epitome of the human life forces and agencies of the whole earth; that our laboratory is the men and affairs, the impulses and events of our own workaday world; that we are steeped in source materials to our very throatlatches every minute of every day; and that the pulse beat of the social organism is as real as the beat of our own hearts.

A club member told of finding a teacher in Bartow County calling upon the children to recite the meager information in a geography book about the Mesaba ore fields in Minnesota. "I looked about the schoolroom," said he, "for the red and brown iron ores with which the entire county is underlaid. Not a specimen was in sight, and not a single detail of information about the iron-ore resources of the county was to be had from either the teacher or the pupils."

Meanwhile aliens and strangers have bought up these ore fields in Bartow and throughout northwest Georgia. The properties are not being developed. The owners have simply meant to secure and hold these sources of raw materials.

In the same way the people of Georgia have parted with their water-powers. As a rule, the owners of these properties in this and other States have known almost nothing about their value, and the people generally have known nothing at all.

The Georgia Club believes that students and teachers in a public institution ought to know about the water powers, the forest and mineral wealth, and all other natural resources of the home State. Why not? We know much about irrigation in the West, but little about the wet lands and the drainage problems and possibilities of the South. The club follows Milton, who said:

Prime wisdom is not to know
At large of things remote,
But that which daily lies about us.

OUR NEGLECT OF ECONOMICS AND SOCIOLOGY.

Everywhere, of course, we have strong departments of Latin, Greek, French, German, mathematics, history, and other traditional academic subjects. We have wonderfully developed our schools of

agriculture and technology; but nowhere in the South are there well-developed, strong departments in economics and sociology; that is to say, economics and sociology growing directly out of the life conditions and problems of the South and directly and efficiently related to its welfare and well-being.

Eighty-five per cent of the people of the South still live in the country, but nowhere have we yet a department of rural economics, not even in our agricultural colleges. President H. J. Waters, of the Kansas State Agricultural College, states that instruction in production in American agricultural colleges is very much superior to that in utilization. We have not developed a strong course in rural economics, and, barring a few institutions, comparatively little effort is making along this line as yet.

A COLLEGE CHAIR DEVOTED TO THE HOME STATE.

In truth, why should not a State institution maintain a chair devoted to the home State, its history, its geography, physiography, and climatology, its soils and their adaptation, and other natural sources of wealth, their location, nature, and value, along with the economic and social causes of development and decay?

The Bureau of Soils in the United States Department of Agriculture sends us an account of Glynn County. Seventeen such soil surveys of Georgia counties have been finished and published. The State geological department is issuing a valuable series of reports upon our deposits of coal, iron, marbles, clays, granites, and gold; upon our water powers, and our progress in road building. The State department of agriculture has just issued a report upon fertilizers, fertilizer manufactories, cotton-seed-oil mills, etc.

And so from the State and the Federal departments comes a steady stream of bulletins conveying valuable information. They are widely distributed. If they were adequately valued and faithfully studied, the general public could not fail to receive an enormous benefit. As it is, they largely go to waste through sheer neglect. Eight thousand young people in the colleges and universities of Georgia hear of them only in rare instances. No department anywhere assembles these treasures of information for the purpose of teaching a student body about the mother State.

The Georgia Club believes that an institution supported by the State ought thoroughly to know the Commonwealth that gives it life; that it ought to adjust its work to the needs of the State, acquaint its students with the resources and possibilities of the State, and breed in them the wisdom, the willingness, and the skill that the Commonwealth has a right to expect from her sons and daughters. How can a school adjust itself to the life that is and ought to be in a State without knowing intimately and thoroughly the problems of

the State; and what problems are better worth attacking directly and completely? The modern trend in the development of State institutions is toward their functioning with special reference to the States they serve. They bring to this task the funded wisdom of the race in all departments of learning and endeavor. It is their duty to do so. They are set up and maintained for this special purpose. It is a debt that they owe the Commonwealths that give them life.

The University of Wisconsin, at Madison, is realizing this ideal. The Babcock fat test, the Hart casein test, and the Wisconsin curd test have added an additional \$3,000,000 to the dairy product of the State every year for the past 25 years. And in the same way the university is directly and efficiently related to other departments of economic, social, and civil life in Wisconsin.

THE FINAL TEST OF WORTH.

The final justification of public taxation for public education lies in the training of young people for citizenship. If a public institution is not doing this, it has no reason for existence, at least no claim upon the public purse. Quite naturally, public institutions of learning have long believed that the liberalizing effect of general courses yielding discipline and culture is efficient training for citizenship. But young men go through these institutions, take their various degrees, adopt their vocations and professions in life, as a rule, with large emphasis upon private income and meager emphasis upon the public good. Occasionally, they grow into a genuine and generous concern for community well-being and welfare; and in these rare instances they tower like great oaks in a copsewood. The pity of it lies in the rarity of these instances.

NOT AN INVENTION, BUT A DISCOVERY.

Training for citizenship in direct, efficient ways has always been to school authorities a puzzling problem. The study of history, civics, and kindred subjects has seemed quite to the point; but everything goes amiss and awry without a stirring of civic conscience and concern.

The Georgia Club is face to face with an unmistakable conclusion, namely, that intimate, accurate knowledge of one's own home county and home State probes the quick and core of interest and concern. It is an ever-present subject, with an ever-growing fascination and appeal. Fingering the facts and the causes indicative of increasing stagnation and social decline in a county (and there are 28 such counties in Georgia) makes of our young people not teachers merely, but citizens and patriots as well.

In Georgia, as in other States, some townships or districts within the county lines are moving rapidly forward, while others are mark-

ing time or retreating into stagnation and decay. Eighty counties of Georgia are clearly making gains in most directions. Forty-one counties have been drowsing along these 10 years or more, in a half-awake, half-asleep condition. Twenty-five counties have long been losing in population, and lagging in the rear in the creation and accumulation of wealth. Meanwhile, year by year, the wealth of these counties has been more and more concentrated in the hands of fewer and fewer people. Each decade discloses an increased number of landless, homeless people in them. Their country schools and country churches are steadily dwindling in power and influence.

Of course, the students from these various counties are stirred to the very quick when they begin to realize the status of their home communities. Face to face with the obstacles and opportunities, they gird up their loins for lofty service and great achievements.

This leads me to say that the study of facts and forces within a small, well-defined, familiar area like the home county, is a sort of kindergarten approach to the formal study of economics and sociology in our universities. Indeed, it is a logical beginning. Many of these students from the country know their home counties perfectly. They know their counties far better than students from our cities know the localities and communities, the life and enterprises, of their home towns. Quite naturally, what they know of surrounding life, its problems and forces, is vague and superficial, and without appeal to interest or action; but when they come to draw a balance sheet for their counties and to show the gains and losses over a ten-year period, when they compare and rank their own counties with the other counties of the State, they begin to ask with great concern, Why is my county gaining or losing in home ownership, or in crop averages, or in church and school advantages, or in illiteracy and crime? Why is the rank of my county first, or fortieth, or one hundred and fortieth in this or that item of comparison?

These inquiries at once bring them into the consideration of a wide range of economic and social causes and forces. As a rule, they discuss these causes immaturely, clumsily, and crudely. Their sense of causation, sequence, and consequence is feeble, as it is in most young students, and, indeed, in most people at any age. It is perhaps the first stirring in them of a rare and mighty power. It is the sense of social constructive imagination. It is the sense of social prophecy. It is training in inductive thinking about the well-known matters of a home community. It is looking at the houses, the farms, the business enterprises, the schools and churches that are, and seeing the houses, the farms, the business enterprises, the schools and churches that may be. And it is a dynamic, stirring sort of school experience even for the clumsiest intellect.

III. ECONOMICS AND SOCIOLOGY IN NORMAL SCHOOL CURRICULUMS.

Early in the history of teacher-training schools, academic and professional subjects were the staple of instruction. A little later were added model schools, with practice teaching by initiates under the guidance of superiors; and still later, courses in the manual arts, domestic arts and science, and elementary agriculture. For a long while the informing theory of teacher-training schools was found in psychology, this theory changing as psychology developed its special fields of investigation and conclusion.

At last it dawned upon us that psychology alone was an insufficient basis for a philosophy of education; that the content of studies and the ideal ends of education were related to economics and sociology as well. And so these subjects have slowly begun to gain a footing in the curriculums of the 200 public normal schools of the United States.

But what is needed seems to be not formal, insulated, textbook courses in economics and sociology; not mere acquaintance with the kaleidoscopic changes of view and theory that mark the history of these subjects from Auguste Comte to Henry George; not mere enrichment and discipline of mind in these fields of learning; but direct, first-hand, sympathetic experience with the workaday world of men; the dyeing of our hands, the steeping of our minds in the affairs of community life, business, civic, social, and religious.

To be sure, under competent, wise guidance an immature student in economics and sociology in our colleges and universities may get a sane and safe background of thinking, and it will help him into safe conclusions about the problems of his home community and State. Indeed, such a background of theories is indispensable.

THE VIEW AND METHOD OF THE GEORGIA CLUB.

But the Georgia Club works not out of, but into, these great subjects; by handling, for instance, a problem like this:

The total aggregate wealth on the tax digest of my county in 1910 was \$1,417,000. Our 1910 cotton crop brought into the county \$1,255,000, and turned it loose among the farmers, the merchants, the butchers, the bakers, and candlestick-makers. That is to say, a single cotton crop yielded almost as much money in one year as the total wealth of the whole county, accumulated during the 111 years of its existence.

Other members of the club doing similar figuring upon their own counties report that two or three cotton-crops yield money sufficient to buy out every form of property, every business, everything, and everybody in the whole county.

The students then begin at once to hunt down answers to such questions as these: What becomes of all this cotton money from year to year? Who gets it? Why does so little of it remain in the

county when the year's balance sheet is struck? What condition of things promptly dissipates this wealth to the ends of the earth and leaves so little behind? Who gets the larger share of the meager remainder; the farmers, the tenants, the landlords, the merchants, or the bankers? Why?

Seventy-seven per cent of the farms of this county are cultivated by tenants; what has farm tenancy to do with the slow gain of total wealth in the county? Have the tenants prospered? If so, why do they not rise out of tenancy into farm ownership? Why are there fewer farms from year to year cultivated by owners? Are the tenants as a class industrious, thrifty, and aspiring? If not, why not?

What are the effects of widespread and increasing farm tenancy upon farm lands and crops, upon all forms of farm property whatsoever, upon country schools and country churches, upon the good roads movement, upon local tax for schools, upon churches and church life and influence, upon cooperative credit associations, upon cooperative buying and selling, upon home-raised feed and food supplies?

These and other inquiries they begin to make and answer, of course, in immature, clumsy ways. How could it be otherwise? It is a new kind of thinking, along new lines, in a new field. True, these facts and forces have all their lives long been as close to them as their very skins, and like their skins have challenged consciousness just as little. And yet here are conditions and agencies that are writing the future of their home counties in terms large or small.

When the club has wrestled with these problems in a series of meetings they are more or less ready to consider the fundamental significance of home and farm ownership; to understand why fewer and fewer people own homes and farms in densely populated, prosperous communities; to see why the county with a large number of small landowners who live on and cultivate their own farms forges ahead more rapidly than the county with a small number of large landowners who for the most part rent the farms they own; and to realize why cooperative farm enterprises, buying, selling, credit societies, and the like, are so easily possible in the first county and so nearly impossible in the second county.

They study and discuss the economic situation that explains the marvelous multiplicity and prosperity of small country banks; that is to say, banks privately owned that grow rich upon the business of farm communities. They are led by a consideration of facts and forces of the home community into a study of the sources of wealth, the production, exchange, and distribution of wealth; the relation of wealth to community welfare, and the conversion of wealth into commonwealth.

If the school is to be related to surrounding life and efficiently react upon it, these problems and many others must be solved with

understanding and vision. If the school is to become the center of occupational and recreational life in the community, then it at once appears that teachers must know intimately and intelligently the problems that the school must help to solve by proper adjustment. And teachers must think about these problems sanely and sensibly, with all the help that can possibly come to them out of the accumulated wisdom of the race in economics and sociology.

THE IDEAL OF THE GEORGIA CLUB.

The Georgia Club holds as an ideal the teacher who reads and thinks, observes and serves his community far beyond the walls of his schoolroom; who claims and exercises part and lot in the life of his community as a citizen as well as a teacher; who owns his own home, drives his tent pegs down deep, and shares in the task of community upkeep and upbuilding. The Georgia Club thinks that his profession ought not to disqualify him for knowing intelligently and thinking sympathetically, keenly, and wisely upon the problems of community life.

Holding these ideals, the work of the club during the past three years convinced the trustees of the school that the purposes, methods, and studies of the club were a discipline in citizenship; and that a chair of economics and sociology, growing out of and related to the problems of Georgia, was a profitable preparation for leadership as well as for teachership.

IV. THE CREED OF THE GEORGIA CLUB.

First. We believe that education is a reciprocal union with society.

Second. We believe that social conditions determine all efficient school functioning.

Third. We believe that the output of the Georgia State Normal School should be teachers who are aflame with rational ideals and purposes, but are also steeped in realities.

Fourth. We believe that the teachers of this faculty should be intimately acquainted with the indoor concerns of their departments, intimately acquainted with the best that the great world is thinking and doing in their departments; but also that they should be accurately schooled in outdoor economic and social conditions, causes, and consequences in Georgia, in direct, first-hand ways.

Fifth. We believe that the school is one of the mightiest agencies of social uplift, and that no teacher can help to make this school such an agency unless he is directly and vitally related to the human-life problems of the community and the State.

Sixth. We believe that a teacher has a right to be a citizen and a patriot; that to be less than either or both is to be a "mere teacher";

and that a mere teacher is to be less than a full-statured man or woman.

Seventh. We believe that this school has betrayed the high calling whereunto the State has called it if its graduates do not set their hands to their tasks as citizens and patriots, as lovers of their kind and their country, with keen realization of home conditions and needs, with sympathy and concern, with growing love for community and county, State and country, and with high resolve to glorify common tasks, common duties, and common relationships in faithful devotion.

Eighth. We believe that in the measure in which we shall satisfy these ideals will we all love the school more, our home counties more, our State and country more, and serve them better, both now and in all the years to come.

V. WHAT STUDYING GEORGIA MEANS TO THE GEORGIA CLUB.

The club relies confidently upon the departments of history, civics, geography, and agriculture for instruction about Georgia in these subjects; and so the effort of the club has been concentrated upon economic and social conditions, causes, consequences, and remedies. These studies have concerned (1) the State at large in comparison with every other State in the Union, and (2) every county of the State in comparison with itself during the last census period, and (3) in comparison with every other county of the State. The rank of the State and the rank of each county are figured out in every detail of the study.

The topics in general have been: (1) Population—urban and rural, white and black; causes and effects of increase or decrease; (2) agriculture—farm ownership and tenancy, causes and consequences; crop acreages and per acre yields; increases and decreases; causes of the same; domestic animals—increases and decreases, causes and effects; home-raised food and feed supplies—surplus, deficiency, and effects of the same; (3) manufacture—forms, increases in capital, wages, and total products; mill-village problems; child labor and compulsory education; (4) wealth and taxation—natural resources of the State, the factors in production; studies in the county tax digests showing forms of wealth, increases and decreases by races; tax values of land compared with census values, exhibiting the inequalities of taxation for State purposes; per capita wealth, by races; the system of taxation in vogue in Georgia, compared with other States; (5) improved public highways—progress in the counties of the State, kind and cost of improved roadways, values; (6) cooperative enterprise—in buying, selling, and banking; city markets; (7) sanitation—State board of health, functions, support, efficiency, and values, compared with other States; preventable

diseases; county health boards and sanitary officers, value of the same; medical inspection of schools, results and progress in other States and sections; (8) schools—local taxation in Georgia and other States, local tax systems within the State; redirected country schools; school fairs; efficient school supervision; counties ranked according to (a) per cent of average attendance, (b) per cent of pupils reaching the high school, (c) total amount invested in school property, (d) total amount invested in school equipments, (e) average salaries paid, (f) average cost of schooling a child per month, (g) per cent of illiteracy (these figures for each race); (9) the country church—its status, its usefulness in the past, present menaces and perils, necessity for new ideals and redirected effort, model country churches; religious status of the negro; country church surveys by county ministerial associations; and so on.

VI. GENERAL STATE PROBLEMS—TABLES AND MAPS.

From time to time club members have volunteered to work out the following general problems of the State, in the office headquarters at odd times, as the chances of a crowded schedule permitted:

1. Counties of Georgia ranked according to density of population, 1910.

2. Counties ranked according to increase or decrease of population during the last census period.

3. Counties ranked according to the per cent of negro population.

4. Counties ranked according to the gains and losses of negro population.

(The results in each case being graphically represented upon skeleton maps of the State.)

5. Map showing the group of counties with negro majorities.

6. A table showing in percentages, by counties, the increase of white population, side by side with the increase of white farmers; and the increase of negro population alongside the increase of negro farmers.

7. A table showing the decreasing ratio of negro population in the cities of Georgia.

8. A table ranking the counties according to the proportion of farms cultivated by tenants and by owners.

9. A table showing negro landownership by counties: (a) Total acres owned in 1910, (b) per cent of the total farm area, and (c) per cent of gain since 1900.

10. Counties ranked according to ratio of cash or standing rent to share tenants, (a) whites, (b) negroes.

¹ The first seven of these tables and maps appear in the "Georgia Club Syllabus, Section 1: on Population." The others will appear in the final sections of the club syllabus.

11. Tables ranking the counties of Georgia according to (a) per cent of freedom from farm indebtedness, (b) white farm owners, and (c) negro farm owners.

12. Counties ranked according to tax value of farm lands per acre when compared with the census values.

13. Cities of Georgia ranked according to (a) total value of manufactured products, (b) capital invested, and (c) number of operatives employed.

14. Counties ranked according to per capita wealth, by races.

15. Table showing total taxes paid into the State treasury by each county and the total of pension and school money received by each county from the State treasury, with excess or deficit for each (1910).

16. Counties ranked according to percentages of increase or decrease of (a) cattle, (b) work animals (horses and mules), (c) hogs, and (d) poultry. (Tables cover last census period.)

17. Counties ranked according to the average number of work animals per farm. Similar table for Georgia and the other States.

18. Counties ranked according to the investment in farm machinery per acre. Similar table for Georgia and the other States.

19. Cotton tables ranking the counties according to (a) per cent of improved land in cotton, (b) per cent of increase or decrease in acreage since 1900, and (c) in average yields per acre.

20. Similar tables for corn.

21. Tables showing by counties the home-raised meat supply (cattle, hogs, and poultry) per year.

22. Tables showing by counties (a) total annual expenditure upon roads and bridges, (b) total invested in road machinery, and (c) miles of road built (year 1911).

23. Tables ranking counties according to (a) per cent of average attendance upon school population, (b) per cent loss of pupils between the first and seventh grades, (c) per cent of pupils reaching the high-school grades, (d) cost of schooling a pupil per month, each race, (e) total amount invested in common-school property, (f) total amount invested in school equipment, and (g) per cent of illiteracy among children of school age (separate tables for each race).

24. Counties ranked according to per cent of church members (census of religious bodies, 1906).

The student groups, as they pursue their county studies through the various details, come to these general tables on file for ready reference in the office to see just where their county stands in these various particulars. First of all, a group has been comparing the home county with itself during the last census period. Now, by the help of these tables, they compare their county with every other county in the State in various details of study.

VII. SKELETON OUTLINE OF COUNTY STUDIES.

While volunteers from the club have been working out general problems, covering the State at large, as already indicated, and listing, ranking, mapping, and otherwise graphically representing the results, individuals or county groups have been assembling from every available source of authoritative information the facts about their own home counties and comparing the county with itself over a 10-year period, the last census decade.

These county studies have occupied their spare moments sometimes for two or three months, in some instances for a year or more. They have been in correspondence with the courthouse officials, with the ministers, physicians, or other well-informed people at home (who are usually affiliated members of the club). Students often spend their holidays searching courthouse records and otherwise investigating, checking, correcting, and perfecting their county reports—on the ground, in person.

They have been guided in their studies by the outline that follows. These outlines are used merely to assemble the facts comparatively. When these facts have been thoroughly reviewed and revised with the help of the affiliated club members at home, then these bare, bald figures are translated into simple running narratives for the county newspapers at home. In this way these reports reach a reading public that as a rule rarely sees any census news and never any census details concerning the home county.

As a rule the affiliated member at home is both willing and proud to assume the paternity of the county report when it is ready for the home paper. In this way the narrative has a greatly increased value and effect, while the club escapes the suspicion of impertinent obtrusion.

STATE NORMAL SCHOOL, ATHENS, GA.

ECONOMIC AND SOCIAL SURVEY OF COUNTY.

By

1. *Location and surface:* (1) soils, climate, adaptation; (2) other natural resources; (3) great men, great events.

2. *Population:*

1910, white,; black,; total,

1900, white,; black,; total,

Gain or loss (per cent),

3. *City population*, figured in the same way whenever there are towns or cities in the county. Is the city gaining mainly in white or black population? Are the country regions of the county gaining or losing in white population; in negro population? (Figure on the reverse side of the sheet and summarize the results below.)

Brief account of the chief city, if large or growing.

4. Area: acres; under cultivation, acres. Per cent of total area under cultivation, Number of farms,; per cent of increase since 1900,
 Number of white farmers, Number of negro farmers, Average size of farms,; of improved farms, Brief account of room for homeeekers; drainage areas; water powers, etc.
5. Ownership and tenancy:
- (1) Farms tilled by owners:
 1910, white,; black,; total,
 1900, white,; black,; total,
 Gain or loss (per cent),
- (2) Farms tilled by tenants:
 1910, white,; black,; total,
 1900, white,; black,; total,
 Gain or loss (per cent),
- (3) Per cent of farms tilled by tenants, both races:
 1910, By owners,
 1900, By owners,
- (4) Rank in farm tenancy in 1910, Ratio of standing-rent to share-tenants,
- (5) Effects of tenancy upon farm properties, soils, schools, churches?
6. Farm indebtedness: Farms tilled by owners—white, free, per cent; negro, free, per cent.
 (1) Average for the county, per cent; for the State, per cent.
 (2) Rank in freedom from farm indebtedness:
7. Wealth:
- (1) Value of all farm property (census, 1910),
 Total aggregate wealth (county tax digest),
 Compare these. Conclusions:
- (2) Total value of land (census),; average value per acre (census),
 Total value (county tax digest),; average value (county tax digest),
 Compare these. Conclusions:
- (3) Investigation: Are farm properties paying relatively more or less than their equable share of taxes?
- (4) Manufactures: Number of establishments,; kinds,
 Total invested,; increased per cent, since 1900,
- (5) Banks: State and private, number,; national, number,; total bank capital,; increased per cent,
- (6) Total number of farm landowners who do not cultivate, but rent their lands to tenants,; total acreage so owned,
 Per cent of the acreage of the county, per cent.
 (Get this information from the county tax digest.)
 To the number of owners who only rent the farms they own, add the number of owners who cultivate the land they own (see census, 1910), and figure the number of landless people in the county. How many are white?
- (7) Negro property ownership:
- | | 1900 | 1910 | Increased per cent. |
|----------------------------------|-------|-------|---------------------|
| (a) Number of acres owned | | | |
| (b) Total aggregate wealth | | | |
| (c) Per capita wealth | | | |
| (d) Conclusions: | | | |

8. *Cooperative enterprise*: (1) Buying; (2) selling; (3) banking; (4) medical; associations; (5) ministerial associations; (6) women's clubs. Brief account of each: (1) purposes; (2) achievements.

9. *Domestic animals on farms and ranges*:

(1) Cattle:

1910,

1900,

Gain or loss (per cent),

Note increase or decrease of dairy cows since 1900.

(2) Horses:

1910,

1900,

Gain or loss (per cent),

Note increase or decrease of colts.

(3) Mules:

1910,

1900,

Gain or loss (per cent),

Note increase or decrease of colts.

(4) Sheep:

1910,

1900,

Gain or loss (per cent),

Why? State on reverse side of this sheet.

(5) Hogs:

1910,

1900,

Gain or loss (per cent),

Why? (Idem.)

(6) Poultry:

1910,

1900,

Gain or loss (per cent),

Why? (Idem.)

(7) Bee swarms:

1910,

1900,

Gain or loss (per cent),

Why? (Idem.)

(8) Dogs:

1910,

1900,

Gain or loss (per cent),

Debate: Should there be a dog-license tax in Georgia? A dog-muzzle tax law?

10. Crops:

(1) Cotton:

1910, acres,; total bales,; average per acre yield,

1900, acres,; total bales,; average per acre yield,

Gain or loss (per cent),

(a) Per cent of improved land in cotton?

(b) How many counties had a smaller per cent of the cultivated area in cotton?

(c) How many counties had a larger yield per acre?

Why?

10. Crops—Continued.

(2) Corn:

1910, acres,; yield, total bushels,; average yield,

1900, acres,; total yield, bushels,; average yield,

Gain or loss (per cent),

(a) Per cent improved land in corn?

(b) How many counties had a smaller per cent of the cultivated area in corn?

(c) How many counties had a larger yield per acre? Why?

(3) Oats:

1910, acres,; total yield, bu.; average yield,

1900, acres,; total yield, bu.; average yield,

Gain or loss (per cent),

(4) Wheat:

1910, acres,; total yield, bu.; average yield,

1900, acres,; total yield, bu.; average yield,

Gain or loss (per cent),

(5) Sweet potatoes and yams:

1910, acres,; total yield, bu.; average yield,

NOTE.—No census report in 1900 upon sweet potatoes by counties.

(6) Hay and forage:

1910, acres,; total yield, tons; average yield,

(a) Are there more and better pastures in the county year by year?

(b) Why or why not?

11. Home-raised food supply per person per year:

(1) Meat: Divide total cattle, total hogs, and total poultry by the population of the county and tabulate results below:

(a) Is it sufficient?

(b) Get from the merchants the facts about the annual shipment of meat into the county.

(c) Deficiency.

(d) Cost of the same.

(2) Small grain:

(a) Total bushels raised (corn, wheat, and oats),

(b) Total needed for population and work animals (horses and mules).
(Count 6 bushels per person per year and 50 bushels per work animal per year.)

(c) Deficit or excess,

(d) Cost or value of the same.

(3) Amount of money put into circulation in the county by the cotton crop reported in the 1910 census (multiply number of bales by \$65 each),

(4) Total aggregate wealth of the county on the 1910 tax digest,

(5) How many such cotton crops equal the accumulated wealth of the county since the beginning of its history?

(6) Where goes this vast cotton wealth year by year?

(7) Conclusions:

12. Marketing facilities: (1) Railway outlets; (2) city markets—advantages to the country, to the city.

13. Improved public roads:

(1) How many miles of public roads in the county?

(2) Miles of improved public roads built to date?

(3) Amount invested in roads machinery?

13. Improved public roads—Continued.

- (4) Amount spent upon roads and bridges in 1911?
- (5) Does your county consume its roads money in patching roads?
Why?
- (6) Compare the county in all these particulars with other counties.
- (7) See Home's Good Roads Bulletin, University of South Carolina.

14. Public health:

- (1) Common diseases in the county?
- (2) Are they preventable? How?
- (3) Death rate: Whites? Blacks?
- (4) Results of the hookworm investigation? Treatment?
- (5) Is the boll weevil in your county? If so, state fully what the effects are.
- (6) What has been done toward cattle tick eradication?
- (7) Has your county a health board and health officer? If not, why not?
- (8) Is there any medical inspection of children? Results?

15. Schools: (Consult latest State school superintendent's report.)

(1)

(1) Schools, white....	.....	Schools, negro.....	.....
(2) White school population.....	.....	Negro school population.....	.....
(3) White pupils enrolled.....	.....	Negro pupils enrolled.....	.....
(4) Per cent of enrollment upon school population.....	.....	Per cent of enrollment upon school population.....	.....
(5) White average attendance.....	.....	Negro average attendance.....	.....
(6) Per cent of average attendance upon school population.....	.....	Per cent of attendance upon school population.....	.....
(7) How many counties show a larger per cent of attendance?.....	.....	How many counties show a larger per cent of attendance?.....	.....

(2)

(1) White pupils, first grades.....	.....	Negro pupils in first grades....	.....
White pupils, seventh grades....	.....	Negro pupils in seventh grades.	.....
Loss.....	.....	Loss.....	.....
Loss per cent.....	.....	Loss per cent.....	.....
(2) How many counties lose a larger per cent of pupils between the first and last grades?.....	.....	How many counties lose a larger per cent of pupils between the first and the last grades?.....	.....

15. Schools—Continued.

(3)

(1) How many white high school pupils in the county?.....

How many negro pupils in high schools?.....

(2) Per cent of white school population?.....

Per cent of negro school population?.....

(3) Rank of the county in this particular?.....

Rank of the county in this particular?.....

(4)

(1) Cost of schooling a white pupil per month?.....

Cost of schooling a negro pupil per month?.....

(2) How many counties spend more for schooling a white pupil per month?.....

How many counties spend more for schooling a negro pupil per month?.....

(5)

(1) Total fund for common public schools?.....

(2) Amount raised by local taxation and all other sources?.....

(3) Per cent of the total fund derived from the State treasury?.....

(4) How many counties derive a smaller per cent from the State treasury?.....

(6)

(1) Total amount invested in common school property?.....

(2) Total amount invested in the county in automobiles?.....

(3) Comparison Conclusions:

(4) How many counties have a larger amount invested in common school property?.....

(7)

(1) How many schools have school libraries?.....

(2) How many schools have corn clubs? Garden clubs?
Canning clubs?

16. Illiteracy (see new Georgia bulletin soon to issue from the Census Bureau).

(1) White, 1910,; negro,; total,

White, 1900,; negro,; total,

Decrease, per cent,

Decrease, per cent,

(2) How many counties show a smaller per cent of white illiteracy?

17. Churches (consult minutes of the church associations and investigate personally on the grounds).

A few of the significant facts to be assembled, for each race, are as follows: (1) The number of strictly rural churches,; (2) the number in towns and villages,; (3) the number in cities,; (4) the total membership,; (5) the per cent of the same of the total population,; (6) the number of rural churches with

homes alongside them for the ministers,; (7) number having preaching once a month,; twice a month,; (8) the number of Sunday schools,; (9) the number of churches that have dwindled in membership and influence during the last 10 years,; (10) the number that have been standing still,; (11) the number that have been abandoned,; (12) the number that are served by nonresident ministers (coming from a distance each month),

Note: Set the ministerial associations of the county to work to collect these facts. The preachers ought to know these and many more such definite facts about the home field.

18. *Suggested agencies* and plans for community uplift.

19. *Study*: "The Challenge of the Country," Fiske, the Association Press, New York. Strong's "The Challenge of the City," Eaton & Mains. Kern's "Among the Country Schools," Ginn & Co. Foght's "American Rural Schools," Macmillan Co.

20. *Sources of information* in this report: The 1900 and the 1910 Census Reports; the reports of the capitol officials; the county tax digests. (Add such others as may be used.)

VIII. A SPECIMEN COUNTY NARRATIVE.

A BRIEF ECONOMIC AND SOCIAL SURVEY OF HENRY COUNTY, GA.

For the Georgia Club, by Miss Mary M. Woods.

(Sources of information: The census reports; the reports of the statehouse officials; the county tax digests; "Georgia: Historical and Industrial," White's Statistics of Georgia; and every other available source of authoritative information.)

LOCATION AND SURFACE.

Henry County, created in 1821, is located a little west of the center of the Piedmont uplands. Like other counties in this section of the State, it is an undulating, hilly country, broken and well watered by abundant streams; by the South River, a branch of the Ocmulgee, by Cotton River, and by numerous creeks. The lands along these streams are rich and fertile. Elsewhere the soils are light and sandy; in some places they are "mulatto" and red-clay soils. Soils, climate, and railway connections make diversified farming possible and profitable.

In the watercourses are many fine shoals, offering valuable water powers. In 1900 there were several small country mills for corn and wheat; among them a good roller mill at Island Shoals. These have not died out during the census period, as in so many other counties.

POPULATION.

In 1910 the population of the county was 19,927, a gain of 1,325 people, or 7.1 per cent during the last census period. (Between 1890 and 1900, it was 14.7 per cent.) Sixty-eight counties in Georgia grew at a greater rate during the past 10 years. The increase consisted of 530 white people, or 6 per cent, and 795 negroes, or 8 per cent.

Henry is one of the 66 counties of Georgia having negro majorities. Until 1890 the county had a white majority, but 10 years later a negro majority, and in 1910 a still larger negro majority. Henry is one of the 28 counties showing an increased negro ratio during the last 10 years. The negroes at present are 51 per cent of the entire population. White reports 9,669 whites in the county in 1845, or only 74 fewer than in 1910. However, Henry has lost territory to three or four other counties since 1845.

At present the population is 59 per square mile, and the rank of the county in this particular is twenty-eighth.

Three towns absorbed the increase of population, or 97 per cent of it, as follows: McDonough, present population, 882; increase, 29 per cent; Hampton, population, 1,093, increase, 184 per cent; and Locust Grove, population, 716, increase, 181 per cent.

AREA.

According to "Georgia: Historical and Industrial," the area of Henry County is 215,680 acres; according to the 1910 United States census it was 207,360 acres (approximate); according to the 1910 county tax digest it was 196,762 acres. Such variations in size occur in the various reports for almost all the counties of Georgia. Nobody knows how large Henry or any other county is without accurate, official county surveys. Strange to say, very few counties in the State have such surveys.

FARMS.

The land in farms amounts to 161,182 acres, but the improved land in farms is only 85,327 acres; that is to say, barely more than two-fifths of the county is in cultivated farm areas. Here, then, is plenty of room for home seekers.

In 1910 there were 3,062 farms, an increase of 25 per cent in 10 years. A little more than one-half of these farms were less than 50 acres in size. The average size of all farms was 63 acres, but the average size of improved farms was only 38 acres. No farms were reported to the census takers as being 1,000 acres or more in size.

But the tax digest of 1910 reports 16 landholders owning 1,000 acres or more each, or nearly 22,000 acres in all.

WEALTH.

The aggregate wealth of the county, on the 1910 county tax digest, was \$3,336,499; but farm property alone was reported in the 1910 census as worth \$6,373,486, or nearly twice the total aggregate wealth of the county. In the 1910 census, farm land alone was worth \$4,195,339, but on the 1910 tax digest this land was returned at \$1,404,935; that is to say, at a 33 per cent valuation.

It ought to be said, however, that farm lands are returned for taxation in this and every other county at a relatively higher valuation than other forms of taxable wealth. The trouble arises in the fact that one county returns its properties at a fourth, another at a third, another at a half, and in one instance at more than the census valuation.

The result is that 107 counties of the State received from the State treasury in 1910, in pensions and school money, nearly \$800,000 more than the State received from those counties in taxes. That is to say, there are only 39 counties that support themselves, and these 39 are required to contribute to the support of the other counties. It is in this way that Henry County in 1910 received from the State treasury \$8,604 more than the county paid into it.

Property ownership among the negroes shows in Henry, as in other counties, a remarkable increase during the last census period. In 1910 they owned 8,472 acres, a 10-year increase of 118 per cent; \$63,024 worth of farm animals, an increase of 152 per cent; and aggregate wealth amounting to \$175,630, an increase of 123 per cent during this period.

The per capita wealth of negroes in the county was \$17. The per capita wealth of the whites was \$338. The per capita wealth for both races was \$167. Ninety-seven counties of the State in 1910 had a higher per capita wealth.

DISTRIBUTION OF WEALTH.

A little more than one-third of the land values on the tax digest in 1910 was city real estate and a little less than two-thirds was country real estate. Of the 3,062 farms in the county, only 813, or 27 per cent of them, were cultivated by owners, 712 white and 101 black. The farms cultivated by white owners decreased 36, or 5 per cent, during the 10 years; while the farms cultivated by negro owners increased 46, or 83 per cent. Two thousand one hundred and thirty farms were cultivated by tenants, 891 white and 1,349 black. Seventy-two per cent, or nearly three-fourths of the farms in the county, were cultivated by tenants. During the census period the cultivation of farms by owners fell from 32 per cent to 27 per cent.

The extent and the increase of tenancy in Henry County mean, as everywhere else, a steady deterioration of soils and farm properties, a low average yield of all crops whatsoever, and increasing difficulty in maintaining effective country schools and country churches. The problem is rendered still further difficult by the fact that in the South 51 per cent of the tenants move every year. Ninety-four counties in Georgia have a larger per cent of farms cultivated by owners and a smaller per cent cultivated by tenants.

Counting out the population of McDonough, Locust Grove, and Hampton, we have 18,236 people in the country regions of Henry County; and counting each farm owner to represent a family of five, we have a home-owning country population of 4,065; that is to say, in the farm regions of Henry we have more than 14,000 landless, homeless people. Nearly 4,500 of these were white.

Upon the 1910 county tax digest it appears that 55 landholders, owning 500 or more acres, owned altogether 45,522 acres; that is to say, a little more than one-tenth of 1 per cent of the population owns more than one-fifth of all the land. But it further appears that 16 landholders, owning 1,000 acres or more each, own 21,977 acres, or a little more than one-tenth of all the land in the county.

Here is a remarkable instance of land ownership by the few and land orphanage for the many. When one considers that civilization is rooted and grounded in the home-owning, home-loving, home-defending instinct, one wonders what the future holds in store for Henry County.

FARM INDEBTEDNESS.

In 1910, 79 per cent of the farms cultivated by white owners were free from mortgage indebtedness, and 61 per cent of the farms cultivated by negro owners were free. These figures are below the averages for the State, which are 82 per cent for white owners, and 71 per cent for negro owners. Both white and black owners considered, the average freedom from indebtedness is 77 per cent. Seventy-three counties of the State make a better showing in the matter of freedom from farm indebtedness.

DOMESTIC ANIMALS ON FARMS AND RANGES.

In 1910 there were 5,965 cattle, a gain of 11 per cent during the census period; but there were 3,073 dairy cows, an increase of 38 per cent. Horses, 1,455, a gain of 30 per cent (but a decrease in home-raised colts from 76 to 44). This is perhaps the largest gain in horses in the counties of Georgia. Usually there is a loss in horses. Mules, 2,791, an increase of only 5 per cent, which is perhaps the lowest increase in mules in the counties of the State; but home-raised mule colts decreased from 49 to 21 during the 10 years. Hogs, 5,613, a loss of 22 per cent. Poultry, 52,349, a gain of 14 per cent, but barely more than half the poultry in the county in 1890. Bee swarms, 878, a loss of 60 per cent. In 1890 there were 397 sheep in the county; in 1900, 119, but in 1910 none. But there were 1,184 dogs on the tax digest of that year.

Since we can not have in Georgia a dog license tax law, as eight other States in the Union have, might we not have a dog-muzzle law and put an end to the horrors of hydrophobia, as England, Germany, and the Canal Zone have done? Last year 486 people, mostly women and children, were bitten by mad-dogs in Georgia, and the State is spending \$10,000 a year to cure rabies. Surely we value our children in Georgia more than we value our dogs.

CROPS.

The 1910 census reports the crops of the county as follows: Cotton, 63,899 acres, an increase of 20 per cent during the census period; average yield, forty-one hundredths of a bale, or just the same as in 1900. Fifty-five per cent of the cultivated area was in cotton. Only two other counties in Georgia had a larger portion of their cultivated land in cotton—Morgan and Jasper, 61 per cent each—but 56 counties have a larger yield per acre. Henry County cotton ranks high and is in great demand with the eastern mills. (Georgia: Historical and Industrial.)

Corn, 2,688 acres, a loss of 10 per cent during the census period; average yield, 12 bushels, a gain of 9 per cent. In 1910, 23 per cent of the cultivated area was in corn. Thirty-three counties had an increased acreage in corn. Henry was one of the 113 counties that lost in corn acreage during the 10 years. Thirty-six counties had a larger yield per acre.

Oats, 3,319 acres, a gain of 39 per cent; average yield, 17 bushels, a gain of 70 per cent. The average yield for the State was 15 bushels.

Wheat, 2,327 acres, a loss of 83 per cent; average yield per acre 10 bushels, a gain of 43 per cent. The average yield for the State was only 8 bushels.

Sweet potatoes, 442 acres; average yield, 86 bushels, a little below the average for the State.

Dry peas, 2,755 bushels, a gain of 16 per cent.

Hay and forage, 2,676 tons, most of which (2,038 tons) consisted of grains cut green.

HOME-RAISED FOOD SUPPLY.

It will be seen that the home-raised meat supply in Henry is meager, consisting in 1910 of one-third of a beef, one-third of a hog, and 10 poultry per person. Recently cattle have been selling on the hoof in Chicago at 12 cents per pound and pork sides at \$12.55. The meat supply of the country steadily falls behind the increase in population. Meat in the future promises to be still higher. It looks like the farmer's chance. At all events, he can afford to sell; he can not afford to buy at present prices.

Considering only the population and the work animals of the county, the 1910 grain crop of Henry fell short of what was needed as food and feed for man and beast by 139,271 bushels. With corn at \$1.10 a bushel and flour at \$6.25 a barrel (to-day's quotations), the people of Henry County are spending about \$200,000 to supply this deficiency. The 1910 census reported \$41,428 spent by the farmers for feed alone. Add the money sent out of the county for work animals, for meat, bread stuffs, and fertilizers, and you have a total of more than \$600,000 that must be charged against the farmers' profits year by year. It is a king's ransom, annually paid to aliens and strangers for supplies that might be raised at home.

SCHOOLS.

The 1911 report of the State school commissioner shows 37 schools for white pupils 1 less than in 1900) and 37 for negro pupils (11 more than in 1900). There were 84 white teachers for these 37 schools, from which we conclude that the county has a number of two and three teacher schools. That looks good. Of the white teachers 57 had first-grade or life licenses and 27 had at least one year of training in normal schools.

In 1911, 2,458 white pupils, or 82 per cent of the school population, were enrolled; and 1,821, or 70 per cent, were in average attendance. These are high percentages; nevertheless, 269 white children were not registered in the schools for so much as a single day during the year, while 406 were barely more than registered.

In the negro schools, 2,370 pupils, or 71 per cent of the school population, were enrolled, but only 1,572, or 47 per cent, were in average attendance. In Henry, as in almost every other county of the State, the attendance of negro children upon the county schools lags behind the whites.

There were 454 white children registered in the first grades, but only 300 in the second grades; that is to say, 154 children, or more than one-third, had dropped out of school, most of them to take up the burdens of life with one brief term of schooling in the first-reader classes. Two hundred white children in Henry reach the seventh grades; that is to say, more than half of the children who enter the county schools disappear before they have received the full benefits of them.

These facts are disturbing, but Henry makes a far better showing than most of the counties of Georgia in this particular. Only 34 negro children reach the seventh grades, or a little more than 1 in 100.

Sixteen white schools in the county give high-school courses to 418 white pupils; that is to say, 15 white children in 100 in Henry reach the high-school classes. In Clarke, Cobb, and many other good counties of Georgia barely more than 2 or 3 white country children in 100 reach the high-school grades.

There are 4 negro schools in the county giving high-school instruction to 46 pupils; that is to say, 14 negro children in 1,000 get as far as the high school.

The county board in 1911 received from the State \$20,465; from local or municipal taxation, \$1,348; from tuition fees, \$15,169; from incidental fees, \$2,025; from donations, \$1,798; and from other sources, \$1,250, making a grand total of \$42,147. Only six county boards in Georgia spend more money than this for common schools (Bibb, Chatham, Dodge, Fulton, Richmond, and Whitfield). No other county board in Georgia receives so large a sum from tuitions and incidental fees.

The county board spent \$36,836 for the schooling of white children and \$1,780 for the schooling of negro children, giving 118 days of free schooling to white children and 100 days of free schooling to negro children.

The cost of schooling a white child per month was \$1.50. Seventy-six counties of Georgia spent more for this purpose; for instance, Clay \$3.03, Pike \$3, Terrell \$3.09, and Quitman \$4.76.

The cost of schooling a negro child per month was 55 cents. Eighty-two counties of the State spent more money for this purpose.

The county board owns 31 of the houses in which the 74 schools are taught, their value being \$36,150; average value, \$1,165 each. Three buildings are owned by municipalities, their value being \$35,150. The average value of two of these is \$17,500 each. The Baptist denomination owns one school property valued at \$40,000. The total investment in school property is \$111,300. Only 6 counties in Georgia have more money invested in school property (Bibb, \$335,000; Carroll, \$144,000; Chatham, \$482,000; Colquitt, \$181,000; Early, \$125,000; and Richmond, \$750,000).

Seventeen schools are equipped with 719 patent desks. Seven white schools and one colored school report school libraries.

Forty children are transported in school wagons to two schools at a total cost of \$501. The consolidation of schools and the transportation of children has made great headway in other States, but the movement lags behind in Georgia. A beginning in a small way has been made in 36 counties of Georgia.

Far better than most counties in the State, Henry is able to establish a county-wide, local-tax school system. Already 29 counties have established such systems, giving to the country child chances at an education equal to those of the city child.

The salaries paid white male teachers in Henry average \$80, and white female teachers \$45. How can Henry maintain efficient country schools upon salaries ranging from \$250 to \$400 a year?

The salaries paid female negro teachers is \$18 a month or \$90 a year. The negro teacher worth only \$90 a year is probably worth nothing at all, or worse.

The problems of public education can be solved only by local initiative, local pride, local self-sacrifice, all of which means a liberal local tax for schools. The problem has been solved in no other way in any State of the Union.

ILLITERACY.

The latest available figures upon illiteracy by counties in Georgia are in the 1908 State school census.¹ At that time the illiteracy of white children of school age in Henry was 4 per cent; of negro children of school age, 26 per cent; average for both races, 16 per cent. One hundred and six counties in Georgia have a lower illiteracy rate. However, the school illiteracy of the county fell from 22 per cent in 1903 to 16 per cent in 1908.

¹ This narrative was written before the publication of the results of the general census of 1910.—Ed.

LEADING HIGH SCHOOLS.

In 1911 the leading high schools of Henry County were located at McDonough, E. D. Gunby principal, no report rendered to the State school superintendent; Hampton, C. C. Gilbert, principal, 5 teachers, 24 high-school pupils, 5 graduates; Stockbridge, Mrs. O. E. Ham principal, 15 pupils, no graduates; Locust Grove, Claud Gray principal, 7 teachers giving entire time to high-school subjects, 1 giving part time, 8 teachers in all, 273 high-school pupils, 25 graduates.

The school at McDonough is a four-year high school, accredited by the university with 14 units required for graduation.

The Locust Grove Institute is a senior four-year accredited high school, with 16 units required for graduation and 25 units offered. This school is under the control and direction of the Flint River Baptist Association. Mr. Claud Gray, A. B., has been its principal for many long years. It has a high rank among the fitting schools of the State. It offers ample high-school courses; but even more and better it offers rare advantages in character development under Mr. Gray.

CHURCHES.

Little information can be assembled out of the reports of the conferences, association, and synods of Georgia for the simple reason that the counties in which the churches are located are never indicated. We are therefore calling upon intelligent, well-informed citizens of Henry County to know, for each race: (1) The number of strictly rural churches, (2) the number of churches located in towns and villages, (3) the number of country churches with ministers' homes alongside them, (4) the number of churches with preaching once a month only or twice a month only, (5) the number of Sunday schools, (6) the Sunday schools conducted the whole year through, (7) the total church membership of the county, (8) the total Sunday school enrollment, (9) the number of country churches that have grown in numbers and influence in the past 10 years, (10) the number that have been standing still, (11) the churches that are dying or have died in the past 10 years, and (12) how many country churches are served by ministers not resident in the county?

Sixty-three per cent of the people in Henry County are church members, almost the highest per cent in Georgia and nearly twice the proportion of church communicants in the United States.

This information can be had without reference to denominations or the names of ministers, thus avoiding invidious comparisons. This subject is an important inquiry by the ministerial associations of the counties. The Baptist Home-Field and other home mission publications are calling for exact information concerning the country church. Will not the ministers of Henry County supply this information?

The main matter is to know accurately whether or not the country church is increasing or dwindling in numbers, power, and influence. In Clarke County, for instance, outside of Athens and the small towns and villages, there are only two white country churches left in an area embracing 100 square miles. During the past 25 years four white country churches in Clarke County have died and have utterly disappeared.

The church statistics from year to year show that upon the whole 60 odd million people in America, or two-thirds of the whole population, are outside the pale of any church whatsoever; that in membership the church has simply marked time during the past 10 years; and that 2,695,000 white children in the South are not in the Sunday schools.

The matter to be ascertained is the status of the country church in Henry County.

PUBLIC SANITATION.

There are no facts in print upon public health in Georgia by counties. Our State board of health collects and publishes no vital statistics, as is done in many Southern States, and in almost all States in other sections of the Union.

Under the law of 1901 every county may have a county health board and a county health officer, charged with public sanitation and public education upon the subject of preventable diseases. Strange to say, only two counties in Georgia have such health officers. Considering that 40,000 people in Georgia die every year from preventable diseases alone and that 15,000 of these are helpless infants, the matter of county health boards becomes urgent.

Public spirited citizens and legislators ought to know what the State health boards of North Carolina, Florida, Louisiana, and Texas are doing, the laws under which they work, the support they receive, and the wonderful results they are accomplishing. Georgia is far behind in the matter of public health. The physicians of every county would render a great service in taking the initiative in the creation of county health boards.

IMPROVED PUBLIC HIGHWAYS.

Bulletin No. 41 on Public Roads (United States Department of Agriculture, 1909) reports no improved public highways in Henry County. A recent report on public roads in Georgia by the State geologist, September, 1912, reports \$13,000 spent upon public roads and bridges in Henry County in 1911; 34 convicts, 25 mules, and \$1,800 worth of road machinery employed upon public roads, but no improved public highways built. Presumably the efforts of the road force were spent upon patching roads.

The county officials report four steel bridges built in 1911; and also that effort has been concentrated upon the grading of the county roads in preparation for surfacing with topsoil and sand-clay.

What can be done in building improved public highways with a small sum year by year is well illustrated by Rockdale County. Attention is called to the booklet issued annually to the taxpayers of the county by the board of county commissioners, W. J. Eakes, chairman, Conyers, Ga. It shows the sources from which all moneys were received; to whom, when, and for what all moneys were paid out; the miles of good roads built, the patching done and in what districts, the cost per day, per convict, and per mule, together with details of other expenses concerning road building. It is not only a model effort at road building, but it is a model of account keeping and account rendering. Mr. Eakes will send this pamphlet to anybody writing for it.

The foregoing studies are submitted to people in Henry County who have a genuine concern in public well-being and progress. The club is asking them for further information, for corrections, and such extensions as will make the report full and fair. At the last it will be a 10-year balance sheet for the county, showing the gains and losses during the last census period.

In order to put the report to its best uses, a detailed quiz is added, provoking thought upon conditions, causes, and consequences, and making the report available for teachers and school officials, physicians, preachers and church officials, club women, farmers and farmers' wives, who are genuinely interested in their home community.

Intimate knowledge of one's own home community and county is certainly just as important as scholarly knowledge of Greece and Rome.

IX. CLUB MEETINGS: CLUB STUDIES AND DISCUSSIONS.

The Georgia Club meets regularly from 9 to 10 o'clock every Monday morning for informal, general, free-and-easy discussion of the particular subject or phase of Georgia life under review at the time in the chosen order of topics and studies.

The members have been more or less prepared for these discussions by the work they have already done upon their home counties and upon the State at large (as already indicated). The facts they have been handling are the facts found in familiar surroundings. They are keenly alive and eager to know their significance when set against a large background of thinking. Conditions, causes, consequences, and remedies begin to be big with meaning.

The students have free access to the volumes upon economics and sociology in the club headquarters; a small, well-chosen, and valuable department library.

The programs are announced a week in advance.

The following subjects have been discussed in the club sessions during the three years of its existence:

1. Density and sparsity of population; economic and social effects.
2. Twenty-eight counties of Georgia lost farm population during the last census decade; causes and consequences.
3. The isolation of life on American farms compared with the village farm life of other lands and countries; causes and effects.
4. The Black Horse-Shoe Belt of Georgia; an historical sketch.
5. Twenty-eight counties in 1910 show increased negro ratios, and twenty-two decreased negro ratios of population. Why?
6. The nine largest Georgia cities show decreased negro ratios in 1910. Why?
7. Negro farmers in the South increase faster than negro population in general (except in West Virginia, Louisiana, Texas, Florida, and Oklahoma). Why? Conclusions.
8. Just the reverse is true of white farmers (except in Kentucky). Why? Conclusions.
9. The significance of farm and home ownership; the decreasing cultivation of farms by owners in 120 counties of Georgia: Causes and effects.
10. A county with a large number of small landowners who live on and cultivate their own farms, in contrast with a county containing a small number of large landowners who, for the most part, rent their lands to tenants: The economic and social outlook of each.
11. The social ills and evils of land ownership by the few and land orphanage for the many; a concrete study of two counties in contrast; of England and Germany in contrast.
12. Restoring the land to the people; in France, Prussia, Ireland, and New Zealand. The outlook in America.
13. The increasing landless multitudes of England and the United States; causes and consequences.
14. Tenancy farming in the South; its origin, increase, and extent; causes, remedies, and outlook.
15. The relation of sparsity of population and fertility of soil to farm tenancy.
16. The economic and social effects of cash tenancy in contrast with share tenancy.
17. The increasing landless, homeless multitudes in 120 counties of Georgia; causes, consequences.
18. Why the tenant farmer raises cotton mainly and so little of everything else.
19. Competitive tenant rents: A study of farm life in Belgium. Beginnings of the system in Georgia.
20. The relation of cotton farming, by the tenancy system, to illiteracy.
21. Tenant leases, long and short. Effects.
22. Is it better business to rent or to own a farm in Georgia?

23. The 107 dependent counties (counties receiving from the State treasury more than they pay into it); the extent of the dependency and explanation of the same.
24. Per capita wealth in Georgia. Why so little?
25. Average value of farm lands per acre; a study in the county tax digests. Account for the wide variation in values. Conclusions.
26. The rise and the multiplicity of small banks in farm centers.
27. Agriculture and manufacture in Georgia compared: (1) Capital invested, (2) people employed, (3) total value of products, (4) average wages earned. Conclusions.
28. The tax system in Georgia: The inequities apparent.
29. Negro property ownership; increases, causes, effects, outlook.
30. Georgia has barely more cattle and considerably fewer sheep and hogs than in 1850; causes; significance.
31. The Texas cattle tick; the infected area; tick eradication, methods and progress.
32. Hog cholera; the new serum remedy.
33. The boll weevil; progress eastward; economic and social effects.
34. Home-raised feed and food supplies in Georgia; the facts; conclusions.
35. The annual cotton wealth in a Georgia county compared with the aggregate wealth of the county accumulated during its entire history. Query: What becomes of this vast sum year by year, and why does the wealth of the county accumulate so slowly?
36. Cooperative farm enterprise; achievements of the farmers' unions; cooperative creameries, successes, failures, and causes.
37. The cooperative farm-credit associations of the Continent of Europe: A simple account of the principles involved, methods of business, extent of operations, benefits to the farmer; opportunities and obstacles in the South.
38. Public city markets; advantages to the surrounding farm regions; to the city consumers; the city markets of the United States.
39. Railroad facilities: A special comparative study of the nine-Georgia counties with no railroad traversing them.
40. Improved public highways; what they are, kinds and costs per mile, values; progress in Georgia counties.
41. Investment in farm machinery per acre in Georgia; a study in comparisons.
42. Horsepower per farm in Georgia; a study in comparisons.
43. The redirected country school: The ideally desirable, the actually possible.
44. Noteworthy achievements in country schools in Georgia.
45. Local taxation for schools: Arguments, tactics in the campaign therefor.
46. Georgia compared with other States in local taxation for schools.
47. The consolidation of schools and the transportation of children: Where wise, where unwise; progress in Georgia.
48. Miss Jessie Fields and the Page County schools, Iowa.
49. Kern and the Winnebago County schools, Illinois.
50. School mortality in Georgia.
51. Illiteracy in Georgia: Causes and consequences.
52. The socialized high school; reasons therefor.
53. High school and college statistics in Georgia compared with other States.
54. A study of contrasts between country and city high-school percentages; between Georgia and other States.
55. School supervision; a study of Georgia in contrast with Kentucky and West Virginia.
56. The investment in common-school property and in automobiles in the counties of Georgia.
57. School libraries: Books suitable for school libraries; progress in Georgia compared with other States.
58. Corn clubs, garden clubs, canning clubs; organization, purposes, values.
59. School fairs, exhibits, premiums, values.

60. A dog-tax license law and the public-school fund; the nine States that have such a law.
61. The school as a country-life defense.
62. The school as an occupational, social, and recreational center.
63. Compulsory education; history and results in the United States.
64. Country gatherings, amusements, and recreations: A contrast with earlier days.
65. The redirected country church; McNutt and the Dupage County church.
66. The farming pastors of Georgia.
67. John Frederick Oberlin.
68. The pastorless churches of Georgia.
69. Significant Sunday school statistics in Georgia.
70. Country homes for the country ministers: Necessity for them.
71. County church surveys in Georgia, Pennsylvania, Illinois, and Missouri.
72. County ministerial associations; suggested schedule for a year's research and study.
73. The church as a country-life defense.
74. The State board of health; functions, support, values, and results compared with other States.
75. County boards of health and health officers; necessities, functions, values.
76. Vital statistics; importance; necessary laws and legal machinery.
77. Preventable diseases; how prevented; necessary organization.
78. Medical inspection of schools; progress and results.
79. A dog-muzzle law and rabies; Georgia in contrast with the Canal Zone, England, and Germany.
80. Doctors as citizens and patriots; as a country-life defense.
81. Women's clubs; opportunities and achievements.
82. Women's clubs; suggested program for a year's research and study.
83. Not more people on the farm, but an efficient, satisfying country civilization.
84. Preserving a safe balance between country civilization and industrial city civilization.
85. Effects of improved farm machinery, telephones, and automobiles on country civilization; a study of Iowa.
86. Effects of rising land values and the speculative interest in farm lands.
87. Does a growing city, like a standing army, tend to destroy the region upon which it subsists?
88. Is mankind entering a new era of overshadowing industrial city civilization? Causes, effects.
89. The challenge of the cities. (Strong's book.)
90. The challenge of the country. (Fiske's book.)
91. Will improved farm methods alone solve the problems of rural life? Or better schools alone? Or better churches alone?
92. The church as a social center.
93. The school as a social center.
94. The importance of sympathetic federation of rural-life agencies.

★ COUNTY SURVEYS: THEIR USES AND VALUES.

ORIGIN.

Nearly 60 years ago Le Play began in France a direct investigation of facts concerning the household finances of wage earners; but only within the past few years has his method been generally applied to economic and social problems in this country.

Direct inquiry into human life conditions and problems has been stimulated by the investigation by Cornell University of agricultural

conditions in Tompkins County, N. Y.; the rural surveys of several counties in central Pennsylvania, Kentucky, Tennessee, Illinois, Maryland, Indiana, Ohio, and Missouri by the home mission board of the Presbyterian Church under Dr. Warren H. Wilson; and the Pittsburgh, Birmingham, and other surveys by the Sage Foundation.

These surveys were so ably conducted and the facts disclosed by them were so humanly kindling and compelling that at once general and special community surveys became the order of the day, and with good reason.

The physical sciences long ago brought their fields of investigation into close range. Things themselves were taken into examination and critically weighed, measured, counted, and compared, in laboratories increasingly supplied with instruments of precision. The human-life sciences have come tardily into direct investigation and study of the facts involved in their particular conclusions; first, physiology and medicine, then psychology and education, then the other social sciences one by one, and last of all men have begun to ask what are the human-life facts that ought to be known and considered if the church rightly conceive her mission in the earth and adjust herself efficiently to her task.

The results are significant. There is no lack of sympathy and concern, no lack of willingness and readiness among men and women to devote themselves to "the relief of man's estate in the earth." Yet our cities are threatened by the problems of congestion and submergence on the one hand, while our rural regions suffer from increasing depletion and stagnation on the other. The trouble is we have only latterly begun to know the facts and their significance. The recurring high tides of moral reform in our large cities regularly subside into a low ebb of indifference and unconcern. The church has found it almost impossible to create an adequate interest in the problems of the home mission field. The challenge of the country goes unanswered because good people do not realize that the country school is more and more, not less and less, a problem as the years go on, and that the country church is a waning and not a waxing influence.

Mainly, the trouble all the while has been that the facts were not known, or were known only by a few. They were not generally and commonly known by all. The home mission enterprises of every denomination would be amply and instantly equipped with men and means if only actual conditions were keenly and generally realized.

The simple fact is that nothing so certainly evaporates overnight as any form of social or religious enthusiasm. A main matter is to lodge in the mind a knowledge of the facts and to convince the second sober judgment. "In no other way shall we have an adequate foundation of knowledge and motive for better schools and churches in the cities and the country regions alike, and for a saner assault upon the

sources and agencies of evil everywhere. Short of a vivid realization of actual conditions we shall go on indefinitely with social palliatives, hoping to set things right with "soap, soup, and social salves." Otherwise we are not likely to fix upon remedies that are fundamentally curative and reparative in any field of necessary reform.

Out of the efforts and studies of the Georgia Club have emerged certain clear convictions, namely, that observation and analysis of social conditions must precede interpretation; that facts without opinions are useless, and that opinions without facts are impertinent or mischievous; that it is idle to speculate upon questions of betterment without intimate knowledge of social structures and functions; that we must investigate social realities before maturing a code of social doctrines; that economic facts alone do not furnish a basis for final social conclusions; that the production and distribution of wealth ought to be means to largeness and fullness of life; that individuals and communities, whatever be their state, are never hopeless but always improvable; and, lastly, that the club is barely entering upon a great field of learning, wherefore the necessity for modesty, tact, and finely tempered zeal.

Above all arises the conviction that citizenship is not a subject to be taught or learned bookishly; but an attitude, an outlook, an impulse to act one's part intelligently, worthily, and wisely as a servant of the common good.

The time spent by the students in the study of their home counties, sometimes two or three months, brings them into a new field of information, into new methods, new purposes, and motives. The new field of learning is the home community, which until now has been an unconsidered source of stirring, stimulating scholarship. The new method (that is, new to them for the most part) is direct acquaintance with the facts themselves, critically examined, compared, and classified; along with handling all available sources of information about their home counties—the census returns, the reports of the State officials, the county tax digests, the grand jury presentments and other courthouse records, the county handbooks, the minutes of the church associations, the school library section of Georgia history and biography, and what not.

Assembling information from all these various sources, drawing a balance sheet for the home county, showing gains and losses during a 10-year period, the comparison of the home county with all the other counties of the State, the inquiry into conditions, causes, and consequences, all mean valuable discipline as well as valuable enrichment of mind.

The student suddenly finds himself intensely interested—so much so, as a rule, that a vigorous correspondence sets up between him and the county officials or other well-informed people at home. He

struggles to make the report accurate, full, and fair. He rejoices when his county makes a good showing. He bewails the deficiencies whenever they appear; but in either event, he knows far more about the home county, as a rule, than anybody ever knew before. There is in this knowledge a direct, invigorating appeal to motives. He suddenly finds himself restored to his people with strong desires to serve them in the schoolroom, in the church, in community life, in community enterprises, in every way that means progress for his home people and home county.

Meanwhile, correspondence with the nonresident, affiliated members in the counties arouses interest and concern back among the home folks. The bald figures that have been assembled are translated into simple running narratives. The home papers ask for these county reports and devote space to them, sometimes for a half dozen issues or more, until they are fully given to the public. As a rule, the editors meanwhile keep half a column or so full of editorial squibs and comments.

The specimen narrative in this bulletin is now running in the Henry County Weekly. The editor writes: "Enroll me as an affiliated member of the Georgia Club. I am thoroughly in sympathy with its purposes. I have intended of my own motion writing an editorial commending the report and asking my subscribers to read it." The ministers of the county are considering the proposed church survey. The faculty of the Locust Grove Institute is using the report upon the county as a sort of textbook in their senior classrooms and for faculty discussions.

Thus the studies of the Georgia Club not only serve to arouse the students themselves, but also the general public in the home counties. Any kind of survey that does not have a dynamic effect of this sort is a dead and useless thing.

HOW ONE COUNTY USES THE CLUB REPORT.

As a rule these county reports are promptly used to promote progress in some direction or other. For instance, the Laurens County school commissioner is now struggling for a 3-mill tax in support of a county-wide school system. The county paper last week contained the following article, which this official has worked out of the Georgia Club report upon Laurens County:

WHAT LAURENS NEEDS AND HOW TO GET IT.

While some 15 or 20 of Dublin's most prominent citizens have shown you the needs of the city, only a few have taken into serious consideration the needs of a great county like Laurens. This article was contributed in support of the efforts of County School Commissioner Whitehurst for better education conditions.

The greatest present need of Laurens County is undoubtedly a better educational system. The only way to get it is through the levy of a small local tax.

Often a subject may be presented more clearly and forcibly by a series of questions. Listen:

Do you know that in every 100 children in Laurens County 18 are illiterate?

Do you know that although our white population at the last census increased 22 per cent, yet the average attendance upon the public schools dropped from 2,354 to 2,196?

Do you know that 527 white children drop out of school every year after just one term of schooling?

Do you know that in 1911 in the county schools only 72 per cent of the white school population was enrolled and that the average attendance was only 42 per cent?

Do you know that 115 other counties in this State have a smaller illiteracy per cent than Laurens?

Do you know that the present tax values of Laurens are so low that in 1910 this county received \$5,512 more school and pension money from the State than she paid in?

Do you know that although the cotton crop of Laurens led the State last year, only 50 per cent of the farms cultivated by white farmers were free from mortgage or other debts?

Do you know that 133 other counties in this State made a better showing?

Do you know that in 1910 Laurens County farmers spent \$36,325 for feed alone?

Do you know that there are 328 landowners living in Dublin and 137 landowners living outside of the county who own just 154,510 acres, or nearly ~~one-third~~ ^{one-third} the farm acreage of Laurens County?

Do you not realize that these landowners will pay just one-third of this local school tax?

Do you know that, in 1911, 68 school-teachers had only temporary license to teach?

Do you know that every other county in the State has a larger percentage of teachers possessing first-grade or life licenses?

Do you know that the city of Dublin spends about \$12.12 per year upon the schooling of each child, while Laurens County spends only \$3.56?

Hasn't the country child just as much right to the benefits of an education as the city child?

Do you know that the county school board owns only 15 of the 113 schoolhouses in Laurens?

Do you know that 93 of the houses in which schools are taught are owned by private individuals?

Don't you know that proper schooling educates the bad things out of your children as well as educates in the good things?

Do you think that \$1.50 on every \$500 of your property is too much to put into the future of your children?

With the above facts in your mind, try to construct a sensible argument against a local tax for schools, and you will find you have given yourself a difficult task. Laurens County is one of the greatest in the State. Its possibilities are still greater. Proper education, and that alone, will bring them out as they should be.

CHURCH AUTHORITIES ALERT.

Not only are the school officials calling for these county surveys, but the church authorities in Georgia have been keenly interested in the work and purposes of the Georgia Club. Dr. Victor Masters, editorial secretary of the Baptist home mission board, and Dr. John S. Jenkins, secretary of the home mission-board of the North Georgia Conference, have been keeping in touch with the club, and both are scheduled to address the members of it at the first opportunity.

The club is always largely represented at the annual meeting of the Students' Missionary League of Georgia. The club is in no wise a religious organization, but we have come strongly to feel that we are investigating just the facts and forces that ought fervently to engage the attention of the church authorities as well as the educational and business forces of the State.

It seems to us quite clear that the country church is an agency of tremendous usefulness, because country people will line up behind and follow a favorite preacher when they will submit to no other leadership whatsoever. As a rule, they resent leadership among themselves. In virtue of their calling, individualism is the dominant instinct of farmers. If only the country church could have a new and truer vision of the kingdom, and could adjust itself to the changed conditions of existence, the country civilization of the South might remain what it has always been, the most precious heritage we possess. The great call is for adequate vision and understanding on the part of country preachers.

THE SPIRIT OF THE CLUB.

The club sentiment is paraphrased from one of Senator Carmack's addresses. It appears on the membership card as follows:

Georgia: To her every drop of my blood, every fiber of my being, every pulsation of my heart is consecrated forever.

I was born of her womb; I was nurtured at her breast; and when my last hour shall come, I pray God that I may be pillowed upon her bosom and rocked in sleep within her encircling arms.

Paul Sabatier, speaking of art in the middle ages, says:

These artists of genius who, like those of Greece, knew how to speak to the people, were for the most part humble workmen. They found their inspiration not in the formulas of the masters of monastic art, but in constant communication with the very soul of the nation.

And so as humble workmen, the Georgia Club members aspire to be in constant communication with the very soul of Georgia; for sake of themselves, the school, and the State.

O